

Urban Pioneers



Year Group: 3 and 4

Cycle A

History

- Local history study: Silk Mill and Cathedral

Art and Design

- Artist Knowledge: History of Graffiti: Banksy and Jean-Michel Basquiat

Climate/Environment

- Local environment, carbon emissions and air pollution - how can we reduce it?

Science

- Plants
- Working Scientifically

Geography

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

History

National Curriculum (Knowledge and Skills): Pupils should be taught about:

- Local history study (Silk Mill and Cathedral)

Curriculum Intent (Key knowledge to be learned):

- The Silk Mill was possibly the first fully mechanised factory in the world.
- It was built by John Lombe, who had visited Italy and stolen their methods of 'silk throwing'.
- John Lombe's factory was very successful, but the Italians were angry with him for stealing their ideas and their trade – he was poisoned and later died.
- The 'lockout' of 1833-1834 was a key moment for trades unions fighting for workers' rights and this is commemorated by the mural on the side of the silk mill pub
- The Cathedral sits on the site of the original All Saints Church, built around 943AD.
- The existing tower of the cathedral was built around 1510-32, the rest of the current building was built in 1725.
- All Saint's Church became Derby Cathedral in 1927
- The Cathedral contains monuments of Derby's past including the tomb of Bess of Hardwick, the memorial of Florence Nightingale and the wrought iron screen by Robert Bakewell
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Age Related Subject Skills (Progression Guidance):

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a time- line
- Use correct terminology to describe events in the past
- Develop use of appropriate subject terminology, such as: empire, civilisation, monarch
- Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance
- Suggest where we might find answers to questions considering a range of sources
- Understand that knowledge about the past is constructed from a variety of sources
- Construct and organise responses by selecting relevant historical data
- Be aware that different versions of the past may exist and begin to suggest reasons for this
- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Identify and give reasons for historical events, situations and changes
- Identify some of the results of historical events, situations and changes
- Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Identify and begin to describe historically significant people and events in situations

Prior Learning

Forever Firs children working at ARE should already be able to:

- Develop, then demonstrate an awareness of the past, using common words/phrases relating to the passing of time
- Show where places, people and events fit into a broad chronological framework
- **Begin to use dates**
- Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my... were younger, years, decades, centuries
- Ask and begin to answer questions about events e.g. When? What happened? What was it like? Why? Who was involved?
- Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites
- Choose and use parts of stories and other sources to show understanding of events
- Communicate understanding of the past in a variety of ways
- Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum displays
- Discuss change and continuity in an aspect of life e.g. holidays
- Recognise why people did things, why some events happened and what happened as a result of people's actions or events
- Identify similarities and differences between ways of life in different periods, including their own lives
- Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why

Key Vocabulary		
Tier 1	Tier 2	Tier 3
Change	Silk throwing Trade Industrial Espionage Poisoned Cathedral Mechanised Centuries Commemorate Rights	Silk throwing Industrial revolution Trade Union

History Assessment			
Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

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Geography

National Curriculum: Pupils should be taught to:

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Climate/Environment Link:

- Local environment, carbon emissions and air pollution - how can we reduce it?

Suggested Activities: Children could undertake a traffic survey in the area around school and investigate the contribution cars and road transport make to carbon emissions. They could focus on school drop off and pick up times – are cars keeping engines running even when parked? School transport survey – how do children get to school?

Age Related Subject Skills (Progression Guidance):

Year 3

Using maps

- Follow a route on a map with some accuracy
- Locate places using a range of maps including OS & digital
- Begin to match boundaries (e.g. find same boundary of a country on different scale maps)
- Use 4 figure compasses, and letter/number co-ordinates to identify features on a map

Map knowledge

- Locate the UK on a variety of different scale maps
- Name & locate the counties and cities of the UK

Making maps

- Try to make a map of a short route experiences, with features in current order
- Create a simple scale drawing
- Use standard symbols, and understand the importance of a key

Year 4

Using maps

- Follow a route on a large-scale map
- Locate places on a range of maps (variety of scales)
- Identify features on an aerial photograph, digital or computer map
- Begin to use 8 figure compass and four figure grid references to identify features on a map

Map knowledge

- Locate Europe on a large-scale map or globe,
- Name and locate countries in Europe (including Russia) and their capitals cities

Making maps

- Recognise and use OS map symbols, including completion of a key and understanding why it is important
- Draw a sketch map from a high viewpoint

Prior Learning

Forever Firs children working at ARE in Year 3 should already be able to:

Using maps

- Follow a route on a map
- Use simple compass directions (North, South, East, West)
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Map knowledge

- Locate and name on a world map and globe the seven continents and five oceans.
- Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles

Making maps

- Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)
- Use and construct basic symbols in a key

Key Vocabulary

Tier 1	Tier 2	Tier 3
	Observe Measure Record Plans Graphs Scale Symbols Key	Human features Physical features Sketch maps

Geography Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



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Science

National Curriculum (Knowledge and Skills): Pupils should be taught to:

Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Working Scientifically

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- gather, record, classify and present data in a variety of ways to help in answering questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use straightforward scientific evidence to answer questions or to support their findings
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Investigation Focus:

- Room for Growth
<https://www.farmafrica.org/downloads/2016-ghtb/science-ks2---plant-growth-2017.pdf>

Prior Learning

Forever Firs children working at ARE should already be able to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- gather and record data to help in answering questions
- identify and classify
- use their observations and ideas to suggest answers to questions

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Leaves		Function	Enquiry	Pollination	Comparative test

Flowers Light Air Water Soil seed		Flowering Roots Stem Trunk Life Growth Requirement Nutrients Transported Formation Dispersal	Practical Systematic Observation Findings Table Record Data Differences Similarities Evidence Findings Predictions Conditions Factors	Seed dispersal Life cycle	Fair test
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Science Assessment			
Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

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Art and Design

National Curriculum:

Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Pupils should be taught:

- about great artists, architects and designers in history

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Artist Knowledge: History of Graffiti: Banksy and Jean-Michel Basquiat
- Developing ideas: Sketch Books

Suggested teacher resource for information: <https://www.canvasdesign.co.uk/blog/2016/10/the-history-of-graffiti/>

Age Related Subject Skills (Progression Guidance):

Year 3

Developing Ideas (Sketchbooks)

- Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.
- Identify interesting aspects of objects as a starting point for work.
- Use a sketch book to express feelings about a subject
- Make notes in a sketch book about techniques used by artists.
- Annotate ideas for improving their work through keeping notes in a sketch book

Artist Knowledge

- Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.
- Respond to art from other cultures and other periods of time.

Year 4

Developing Ideas (Sketchbooks)

- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
- Express likes and dislikes through annotations
- Use a sketch book to adapt and improve original ideas
- Keep notes to indicate their intentions/purpose of a piece of work

Artist Knowledge

- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- Begin to explore a range of great artists, architects and designers in history.

Prior Learning

Forever Firs children in Year 3 working at ARE should already be able to:

Artist Knowledge

- Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.
- Express thoughts and feelings about a piece of art.
- Reflect and explain the successes and challenges in a piece of art created.
- Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.

Developing Ideas (Sketchbooks)

- Use a sketchbook to plan and develop simple ideas.
- Use a sketchbook to plan and develop simple ideas
- Build information on colour mixing, the colour wheel and colour spectrums.
- Collect textures and patterns to inform other work

Forever Firs children in Year 4 working at ARE should already be able to:

- See Progression guidance for year 3 above

Key Vocabulary

Artist Knowledge

Like, dislike, describe, similarities, differences, links
 Explore, comparison, thoughts, feelings, emotions, feelings
 Successes, challenges
 Change, develop

 Practices, disciplines, techniques
 Cultures, periods of time
 Modifications, changes, review

Developing Ideas

Record, sketch book, plan, develop
 Colour mixing, colour wheel, colour spectrum
 Texture, pattern

 Media exploration, experimentation, source material, starting point, express, feelings, notes, annotate, techniques,
 Like, dislike, improve, adapt
 Intention, purpose

Art and Design Assessment

Children working below ARE

Children working towards ARE

Children working at ARE

Children working above ARE

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